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Draft Policies for Stakeholder Input

The [PARCC] Governing Board and ACCR have approved the release of the draft policies for further input from K-12 and postsecondary stakeholders during the summer and early fall of 2012. This input will be compiled and analyzed across states so that PARCC state leaders can ensure the final recommendations are as strong as possible. The two draft policies that will be released are described below.

It is important to note that, while the knowledge and skills contained in the CCSS are necessary for success in *both* postsecondary education and the workplace, these policies are focused on characterizing college readiness and defining entry-level, credit-bearing courses. Addressing career readiness is a priority for PARCC, and requires additional engagement with representatives from the career and technical education and business communities.

1) Draft Policy on PARCC College-Ready Determination in ELA/Literacy and Mathematics

The draft policy on PARCC college-ready determinations in ELA/literacy and mathematics describes the academic knowledge, skills, and practices in English and mathematics students must demonstrate to show they are able to enter directly into and succeed in entry-level, credit-bearing courses in those content areas at two- and four-year institutions of higher education.

This draft policy, once formally adopted later this year, will be used by PARCC to guide the development of items and tasks for the PARCC high school assessments in both content areas and, ultimately, will serve as a guidepost for setting the achievement standards for the PARCC assessments. It will also send important early signals to K-12 and postsecondary educators, parents and students about the performance expectations for the PARCC assessments and how PARCC states are working towards alignment of the K-12 and postsecondary experience for students.

2) Draft Policy-Level Performance Level Descriptors

The draft policy-level and general content-level PLDs describe the educational consequences that PARCC states would ascribe to students who attain a particular performance level on the PARCC assessments. The draft also describes, in broad terms, the knowledge, skills, and practices students performing at a given performance level are able to demonstrate at any grade level.

As with the draft policy for college-ready determinations, the policy-level PLDs, once formally adopted this fall, will be used by PARCC to guide the development of items and tasks for the PARCC assessments in both content areas and will form the basis for standard-setting. They will also send important early signals to K-12 and postsecondary educators, parents and students about the performance expectations for the PARCC assessments and how student mastery of the Common Core State Standards (CCSS) will be evaluated through PARCC.

